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ABSTRACT

This publication, revised in 1968, was prepared to inform teachers and principals in the school system of the total social studies program. The program guide contains statements of general educational philosophy and objectives as well as basic principles of the social studies curriculum. Specific goals regarding academic knowledge, skills and attitudes are discussed, including the values of citizen education. Present trends in social studies teaching are summarized, including problem-solving, inquiry, and concept teaching. The K-12 structure of curriculum is: 1) Primary Unit: The Home, The School, The Community; 2) Grade 3: Detroit, Wayne County, Michigan, Detroit at Work; 3) Grade 4: Beginning Geography; 4) Grade 5: History of the United States, Geography of the United States; 5) Grade 6: Introductory World History; 6) Grade 6: Geography of the Eastern Hemisphere; 7) Grade 7B: Geography of the Western Hemisphere; 8) Grade 7A-8B: United States History; 9) Grade 8A: Civics, emphasis on local and state government; 10) Grade 9: World History; 11) Grade 10: World Geography, elective; 12) Grade 11: American History; 13) Grade 12B: Civics: 14) Grade 12A: Economics. At each level curriculum content is divided into units of instruction and extensive guidelines are given in the use of this method. Additional subjects in this district program guide are: Points to Emphasize in Teaching Social Studies, Controversial Issues and Social Studies, Special Days and Events, and Equipment and Materials. (Author/JSB)

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The Program of
SOCIAL STUDIES INSTRUCTION
Grades K-12

SP 000558

DETROIT PUBLIC SCHOOLS

ED049083

Detroit Public Schools

Division of Curriculum and Educational Research

Office for Improvement of Instruction

Department of Social Studies

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The Program of
SOCIAL STUDIES INSTRUCTION
Grades K-12

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THE BOARD OF EDUCATION OF THE CITY OF DETROIT

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FOREWORD

The first edition of this publication, The ***Program of Social Studies Instruction, Grades K-12***, was published in 1942. It was a statement of the total social studies program and incorporated recent changes in the program which had been made after a comprehensive study and review of the program. Since then a number of revisions have appeared, each one including changes in the social studies program and reflecting new emphases in social studies instruction which had resulted from further continuous study.

The current edition has been completely revised. It includes new statements on objectives and trends in the social studies, a description of the Detroit social studies program as of 1969, and an expanded statement on the unit cycle of instruction, in addition to numerous minor revisions.

The bulletin deals with the social studies content in all levels of the Detroit Public Schools system — elementary, junior and senior high — for two main reasons. First, the bulletin is prepared for the use of social studies teachers and principals in all schools. Secondly, it is believed that every teacher, in order to do his best work, should understand not only the instruction which boys and girls receive under his direction but also the *entire* program of which his work is a part.

Teachers and principals are urged to read this publication, to discuss it, and to become familiar with the total social studies instructional program. It is hoped that this new revision will make a significant contribution to the improvement of the social studies program in the Detroit Public Schools.

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I

THE SOCIAL STUDIES

The social studies program is primarily concerned with people as social beings, their interaction with other people, individually and in groups, and their relationship with their physical environment. As such, the social studies play a key role in the development of men and women capable of living intelligently in a world characterized by pervasive and tumultuous change.

The basic responsibility of the social studies is to prepare students for intelligent participation in a free society. The Detroit social studies program attempts to fulfill this responsibility by providing opportunity for an objective examination of crucial issues of the day, an open classroom climate conducive to democratic cooperation, and subject matter content combined with methods of instruction to accomplish the desired goals of democratic citizenship.

Social studies content is derived principally from the disciplines of economics, geography, history, political science, sociology, and anthropology. In Detroit schools, the social studies program is begun in the Primary Unit and is developed systematically each year through grade 12A, with special emphasis being placed at various grade levels on the development of concepts from either history, political science, geography, or economics.

Certain teaching approaches and methods can be identified as characteristic of the social studies instructional program. These include group activities in which children and young people are actively involved in experiencing democratic processes; programs for building skills in locating, gathering, interpreting, and applying social studies information; training in methods of solving problems in which skills of critical analysis are applied; organization of classroom content around certain key concepts to be developed; and teaching by the unit method in which concepts are learned within the context of an organized whole.

A goal of social studies instruction is to enable young people to meet intelligently the ever-increasing demands of life. To this end they are given opportunities to discuss problems and to arrive at reasoned conclusions objectively. They are helped to develop skills which will enable them to gain knowledge and understand our society, to think reflectively about problems and issues, and to apply this thinking in constructive action. Accordingly, the social studies program seeks to prepare our youth for increasing responsibilities for citizenship in a complex and changing democratic society.

II

OBJECTIVES OF THE SOCIAL STUDIES PROGRAM

1. *General Objectives*

Since the purpose of the social studies is to prepare citizens who can effectively participate in our American democracy, the curriculum reflects the core values, ideals, beliefs, and attitudes of American society. The social studies help students develop skills of critical analysis in arriving at rationally reasoned decisions, both for the preservation and the growth of our society. Specific knowledge, skills, and attitudes are systematically developed from the primary unit through grade 12A to achieve these desired goals.

Objectives of the Detroit social studies program are consistent with those of the local community and the larger society. Objectives are also based upon a consideration of the individual needs of students in terms of their interests and abilities. Further, the Detroit social studies curriculum is designed to develop within children and young people key concepts and generalizations from the various social studies disciplines that will assist them in successfully adjusting to the rapidly changing world.

Objectives, then, reflect the demands of society, meet basic human needs, and promote democratic ideals. The following list of specific objectives is designed to contribute to these overall goals of the Detroit social studies program.

2. *Specific Objectives*

A. To aid the individual in finding a satisfying place for himself in his own group and in the community — socially, economically, politically, and culturally.

B. To create an understanding of the interdependence of men and nations, and through such understanding to develop the broader social-mindedness essential to human progress and well-being.

C. To develop respect for the rights and opinions of others.

D. To develop a recognition of the worth and dignity of each individual.

E. To develop a sense of individual obligation to participate in activities that will improve society in accord with democratic principles and values.

F. To develop an understanding of existing institutions through a study of relationships among people in the home, school, community, state, nation, and the world.

G. To understand and appreciate the contributions of many individuals and cultural groups to man's changing cultural heritage, with particular emphasis on the long struggle to obtain freedom and basic human rights for all mankind.

H. To develop a commitment to those values and ideals that have guided the American people and nation since its foundation.

I. To develop skills of working cooperatively with others as a member of a group, both in leadership and followership roles.

J. To develop skills in using democratic processes in solving problems and carrying out plans of action.

K. To develop an understanding of the interaction of man with his environment, man's use of resources, and his adaptation to and modification of the environment.

L. To develop a knowledge of persons, places, events, and ideas in order to interpret with understanding references commonly made in newspapers, literature, radio, television, and conversation.

M. To develop a commitment to the intelligent utilization of human and natural resources in order to attain the widest general well-being for all peoples of the nation and the world.

N. To develop universally desired qualities of character, such as social sensitivity, objectivity, tolerance, adaptability, loyalty to ideals, unselfishness, cooperativeness, respect for legally constituted authority and for the rights of others.

O. To develop ability in reflective and scientific thinking for use in the solution of social problems.

P. To develop intellectual curiosity and a love for reading and thinking in the field of social studies, which will assure continuing interest in public affairs and keep the individual abreast of events in a rapidly changing world.

III

PRESENT TRENDS IN THE SOCIAL STUDIES

During the past few years increased attention has been given the social studies by individuals and groups in and out of education. The result has been a number of discernible trends both in content areas and in methodology. Many of these trends are basically a continuation of evolutionary changes which have characterized social studies instruction for decades. Others indicate a distinct departure from prevailing practices of only a few years ago. This listing of both established and developing trends summarizes the more significant ones. The order of listing is not significant; the items are not given in order of importance.

1. ***Democracy in Practice As Well As in Theory*** — Threats of totalitarian ideologies and controversy concerning American goals and ideals have brought about a new emphasis on the nature of our democratic republic and of our democratic ideals. Learning about democracy does not end with telling and discussing. It includes wide-spread pupil activity and pupil-teacher planning, giving pupils actual experience in the working of democracy.

2. ***Citizenship Education for a Changing World*** — Effective citizenship education for a democratic society is still the primary objective of the social studies program. Today, however, more stress is being placed on the development of an informed and committed citizenry which objectively analyzes issues of basic concern to our society, rather than relying too exclusively on unreasoned emotional and nationalistic presentations. Students are encouraged to become concerned with present-day issues and to work to resolve them through democratic means. To attain these ends, greater emphasis has been placed on an understanding of political process and political behavior rather than on mere understanding of governmental structure.

3. ***Curriculum Organized into Larger Units of Work*** — A definite trend in social studies teaching strategy is to emphasize unit teaching procedures and rely less on daily assignments. Sufficiently large problem areas are identified and studied by using unit methods of inquiry.

4. ***Widespread Pupil Participation*** — This movement in the schools is a realistic recognition of the fact that children do not all learn the same way and that each child should be encouraged to learn in the ways best suited to him. The rationale for increased pupil participation is also based on the consideration that meaningful learning is an active rather than a passive process.

5. ***Extension of Community Oriented Social Studies Experiences*** — A trend of growing significance is the extension of school activities into the surrounding community. Field trips and community service activities are used to provide valuable learning experiences.

6. ***Use of Varied Reading Material*** — In recognition of individual differences among pupils and of the need for development of skills in locating and using information, there is less emphasis on the use of a single book. The trend is toward the use of many books and pamphlets of varying difficulty and varying emphases to provide for differing reading levels and areas of interest.

7. ***Use of Multi-Media*** — Various media are rapidly joining the textbook as primary teaching resources. Multi-texts, and a variety of supplementary books, including paperbacks, are providing a flexibility to meet individual needs, as well as offering a variety of viewpoints for pupil consideration. Other resources receiving increasing emphasis include: primary source materials, records, filmstrips, slides, transparencies, films, radio and television programs, maps, globes, charts, recordings, teaching machines, programed materials, and simulation games.

8. ***Wider Use of Mass Media*** — Teachers are making wider use of newspapers, magazines, radio, and television for keeping pupils abreast of news developments as well as utilizing the mass media for reflective analysis of issues of the day.

9. ***Utilization of the Discovery Approach as a Method of Inquiry*** — There is an emphasis on the discovery approach to learning, incorporating the teaching of methods of inquiry, in which students critically analyze and evaluate ideas, rather than recall, narrate, and passively accept knowledge. A mode of inquiry in which students define problems, formulate hypotheses, analyze information, and arrive at warranted conculsions based upon verifiable evidence promises to provide our youth with skills which can be utilized to assist them in making individual and societal decisions on problems confronting them.

10. ***Understanding the Structure of a Discipline*** — Students are being asked to learn the structure of a discipline — the body of concepts, principles, and generalizations, and the methods of inquiry, analysis, and validation peculiar to a field of knowledge. They learn certain organizing principles of disciplines by utilizing techniques of the historian, geographer, economist, political scientist, and other social scientists.

11. ***More Emphasis on Concepts*** — An almost universal trend in the social studies today emphasizes teaching for the development of concepts and generalizations rather than mere factual knowledge. However, coupled with the use of modes of inquiry, facts are learned and studied to develop concepts.

12. ***Development of Problem Solving Skills*** — In assisting students to take advantage of new knowledge and to apply this knowledge to specific individual and social problems, a facility at using problem solving processes is essential. By analyzing problems of real concern to them and society, students develop problem solving skills through following the logical steps of identifying the problem, stating hypotheses, gathering and organizing evidence, drawing conclusions, and verifying or altering conclusions on the basis of testing them.

13. ***Continuous Development of Critical Thinking Skills*** — An open classroom climate where class discussions replace classroom lectures is certainly a most noticeable trend in social studies teaching. Students are asked to analyze problems and to arrive at solutions with the teacher acting as more of a guide than as a disseminator of information. Skills of critical thinking are developed as students assess problems by evaluating evidence objectively to arrive at warranted conclusions.

14. ***Focus on Controversial Issues*** — Rational study of the unsolved problems of society is receiving increased emphasis. Students are being helped to identify relevant information, learn the techniques of critical analysis, make independent judgments and be prepared to present and support them. Controversial issues are discussed in the classroom. All sides of an issue are presented; minority viewpoints are respected; teachers do not indoctrinate, they help students to arrive at their own opinions.

15. ***More Content and Concepts from all Social Sciences*** — The social studies program incorporates more content and concepts from all social sciences. History is still studied, but other social sciences are receiving increasing emphasis. Content and concepts from anthropology, political science, sociology, and economics are being integrated into interdisciplinary programs giving a broad picture of mankind.

16. ***Incorporation of the Behavioral Sciences into the Social Studies Curriculum*** — The behavioral sciences, particularly sociology, anthropology, and psychology, are being taught both as separate subjects and within an interdisciplinary context, in which contributions of these sciences are utilized to give fuller meaning to the causative aspects of human behavior.

17. ***Development of a Global Frame of Reference*** — Students are being helped to develop a global view of mankind, encompassing understandings and appreciations of both the Western and non-Western world. Increased time is being devoted to the study of Africa, Asia, and Latin America.

18. ***Emphasis on Cultural Geography*** — The teaching of geography is receiving greater attention both as a separate subject and as a discipline integrated with other subject areas. Emphasis is placed on cultural areas as well as on regional areas; on human geography more than on physical geography; and on the development of major concepts, generalizations, and patterns rather than on mere memorization.

19. ***Widespread Integration of Economic Concepts*** — The integration of economic concepts into the elementary and junior high social studies program has characterized a number of recent curricular revisions. Widespread interest in the area of economics has also led to the inclusion of economics as a required course in high schools and as an area of importance in studies concentrating on American and world problems.

20. ***Increasing Emphasis on Contemporary Affairs*** — Analysis of contemporary society reflecting a study of civic, economic, and social issues of today, is receiving increasing emphasis. Attention is being given to such topics as: international relations, civil rights, economic growth, urbanization, the population explosion, scientific and technological advances, and the impact of mass media.

21. ***Balanced Treatment of Minority Groups*** — People of minority groups, particularly Negroes, are receiving more objective treatment in terms of their past contributions and their role in society today. Instructional programs are emphasizing the history, life, and culture of minority groups. Increasingly, a criterion for the selection of all instructional materials is the treatment accorded minorities in text and pictures.

22. ***Inclusion of New Findings and New Interpretations*** — Scholarly research is continually adding new findings and new interpretations to the content of the social sciences. These are being incorporated in social studies textbooks and in the instructional program.

23. ***Increased Attention to Skill Development*** — The development of social studies skills has assumed high priority. Skills of critical thinking, as well as others which help young people "learn how to learn," are viewed as having immense utility in terms of their application to future problems. Whereas an understanding of certain subject matter content may prove of little utilitarian value, skills once learned can be practically applied to a variety of new situations. Some of the skills receiving major emphasis include:

    Critical thinking and problem solving skills: identifying central issues; formulating hypotheses; gathering, organizing, and evaluating relevant data; drawing warranted conclusions; testing conclusions.

    Locating and gathering information through effective use of libraries, books, magazines, newspapers, community resources, surveys, radio, television, and other sources of information.

    Organizing and evaluating information: analyzing, making value judgments, classifying, summarizing, outlining, note taking, selecting main ideas, organizing facts to support conclusions, detecting bias, distinguishing facts from opinion, distinguishing conclusions from the evidence which supports them.

    Reading: vocabulary development; skimming; cause-effect relationships; skills in using the index, table of contents, chapter headings, introductions, and summaries.

    Speaking and listening: panels, role playing, reports, and recordings.

    Map, globe, chart, and graph skills: understanding, interpreting, and making application.

    Group work skills: planning, discussing, presenting findings, evaluating, assuming and accepting leadership.

24. ***Continued Experimentation and Reform*** — The 1960's have witnessed a ferment in the social studies, culminating in a growing number of curriculum reforms. The impact of curricular innovation and experimentation has been great. Moreover, curriculum improvement at an even accelerated pace will most assuredly characterize the 1970's, as subject matter specialists, professional educators, and classroom teachers continue to experiment and to make innovations in their search for programs which will hopefully better prepare our youth to make rationally determined decisions.

IV

THE DETROIT PROGRAM BY GRADES

Primary Unit	-	The Home - The School - The Community
Grade 3	-	Detroit, Wayne County, and Michigan; Detroit At Work
Grade 4	-	Beginning Geography
Grade 5	-	History of the United States (First Semester)
Grade 5	-	Geography of the United States (Second Semester)
Grade 6B	-	Introductory World History
Grade 6A	-	Geography of the Eastern Hemisphere
Grade 7B	-	Geography of the Western Hemisphere
Grade 7A-8B	-	United States History
Grade 8A	-	Civics (Emphasis on local and state government)
Grade 9	-	World History
Grade 10	-	World Geography (elective)
Grade 11	-	American History
Grade 12B	-	Civics
Grade 12A	-	Economics

The Detroit social studies program is given in greater detail below. It was planned by a general curriculum committee and worked out in more detail by the Department of Social Studies with the help of several committees. The content for each grade is stated, first, in terms of the general field or major interest; second, in the form of a general grade objective; and third, by a number of units into which the work of a grade is divided.

Primary Grades — Kindergarten, Primary Unit, and Grade 3

In the primary grades, the objective of the social studies program is to develop group consciousness through an understanding of group rights, individual rights, cooperation, and interdependence.

Kindergarten: Social Contacts Outside the Home

1. ***Objective:*** To help the child adjust himself to other children and other people outside the home.
2. ***Content:*** The kindergarten. Other children in the kindergarten. Respect for playthings and other equipment used in the kindergarten. The city and the country round about the city. Holidays and other special days. Famous persons.
3. ***Procedure:*** Play. Dramatization. Informal talks. Construction. Trips. Observation. Special day programs.

Primary Unit I: The Home and the School

1. *Objective:* To develop in children a positive understanding of their roles in relation to the primary social groups of which they are a part; a recognition of the interrelationships among members of these groups; an awareness of the mutual obligations of members of these groups; an understanding that similar roles, interrelationships, and responsibilities exist in societies in other cultures; and an appreciation of a multi-racial, multicultural world.

2. *Content:* Relationships and responsibilities within the family unit, the school community, and the immediate neighborhood. Comparisons between these and similar social situations in other countries and other cultures. Study of specific facts and generalizations which lead to a recognition of the interdependency which exists among members of primary social groups, and to the development of concepts of appropriate roles and responsibilities of members of these groups.

3. *Procedure:* Discussion stimulated by appropriate visual and aural aids, role playing and dramatization, trips and visits, actual events. Oral presentations by teachers. Construction activities. Programs in observance of special days. Use of textual material.

Primary Unit II: Community and Community Helpers

1. *Objective:* To help the children understand the larger local community and the relationship of the many community helpers to the community.

2. *Content:*

Unit I - Getting Acquainted With Our Own Neighborhood

Unit II - Getting Acquainted With Other Neighborhoods

Unit III - Community Helpers Who Bring Us Food
(See "Linda West's Neighborhood,"* "David Hall's Neighborhood,"* "Steve Bell's New Neighborhood"*)

Unit IV - Community Helpers Who Protect Us
(See "Judy Taylor's Neighborhood,"* and "Mike Longway's Neighborhood"*)

Unit V - Community Helpers Who Help Us Learn
(See "David Hall's Neighborhood"* and "Linda West's Neighborhood"*)

Unit VI - Community Recreation
(See "Judy Taylor's Neighborhood,"* "Mike Longway's Neighborhood,"* and "Linda West's Neighborhood"*)

Unit VII - Community Transportation and Communication
(See "Steve Bell's New Neighborhood,"* "Judy Taylor's Neighborhood,"* and "Linda West's Neighborhood"*)

Unit VIII - Improving Our Community
(See "Judy Taylor's Neighborhood,"* and "Steve Bell's New Neighborhood"*)

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* These refer to sectional headings in the text, *In The Neighborhood*.

3. *Procedure:* Informal discussion of the various topics. Research in indicated areas of text for related information. The construction of a map of the community on which may be located homes, the school, and other prominent buildings. Visual aids of all kinds. Supplementary readings. Trips and visits to the fire station, police station, stores, etc. Special day programs. Evaluation.

Grade 3: Detroit, Wayne County, and Michigan

1. *Objective:* To help the child understand interrelationships and responsibilities within larger social groups, particularly those in his city, county, and state.

2. *Content:*

Unit *I* - The Story of Detroit
Unit *II* - Detroit Today
Unit *III* - Let's Have Fun
Unit *IV* - Law, Order, and Safety in Our City
Unit *V* - The Counties of Michigan
Unit *VI* - Michigan's Story
Unit *VII* - Our State Today

3. *Procedure:* Informal discussions about Detroit, Wayne County, and Michigan. Oral presentations by the teacher and experiences discussed by pupils. Use of maps and pictures. Readings and discussions. Plays, trips, drawings, and construction. Special day programs. Evaluation.

Detroit At Work

1. *Objective:* A study is made of Detroit's economy and its relation to the economies of the communities and cities that surround Detroit.

2. *Content:*

Unit I - The Machine Age
Unit II - Money and Its Use
Unit III - Serving the Public
Unit IV - As We Go Rolling Along
Unit V - Doing Business with the World
Unit VI - How Goods Are Moved In and Out of Detroit
Unit VII - The Wonder of Chemicals
Unit VIII - Schools Belong to Everyone
Unit IX - City Neighborhoods
Unit X - Now and the Future

3. *Procedure:* Oral presentation by the teacher. Reading and discussion. Special readings and reports. Use of maps and globes. Use of visual aids. Stories, plays, debates, and construction. Map making. Use of current events. Special day programs. Evaluation.

The Middle Grades — 4, 5, and 6

1. *Objective:* The experiences in these grades are designed to help the child gain an understanding of the interdependence of people. On the local level, he observes the way in which his neighbors work together to produce goods and to render services. He makes a study of the growth of his country. He studies the various regions of the United States. He goes on to greater horizons through the introduction of various geographic concepts and ideas to see how people live in different parts of the world. He also sees how our civilization has developed from primitive times to the present.

Grade 4: Beginning Geography

1. *Objective:* To help the child develop an understanding of the basic needs of all peoples and the different ways the people of the world meet their needs through the use of the resources in their environments.

2. *Content:* Beginning Geography is regional geography. A study is made of the various types of geographical areas in the world, such as island, highland, tundra, fiord, desert, river, lowland, and forest areas and of how people in the areas have adjusted to and altered their environments. Cultures are studied from the standpoint of how they reflect this adjustment. In Beginning Geography stress is placed on the development of skills in the use of geographical tools, such as maps, globes, charts, and transparencies.

3. *Procedure:* Oral presentation by the teacher. Reading and discussion. Special readings and reports. Use of maps and globes. Map making. Use of current events. Special day programs. Evaluation.

Grade 5: History and Geography of the United States

1. *Objective:* The experiences in this grade are designed to give an insight into, and appreciation of, the American way of life and how it developed. The child's study of life in our country today should lead to an understanding of the great natural wealth, human resourcefulness, and economic and social interdependence of modern American life.

   Above all, the study of our country yesterday and today should help the child to understand that the democratic way of life is the best means by which human dignity and the rights of the individual can be maintained.

2. *Content: 5 — History of the United States (First Semester)*

   Unit I - A Look at Our Country
   Unit II - How Land and People Changed Each Other
   Unit III - A New Nation Begins
   Unit IV - How the Country Grew

Content: 5 — Geography of the United States (Second Semester)

Unit I - Our Land
Unit II - Lands and People of the Northeast
Unit III - Lands and People of the Southern and North Central States
Unit IV - Lands and People of the Western States

3. ***Procedure:*** Oral presentation by the teacher. Reading and discussion by the entire group. Special readings and reports by individuals. The making of maps, charts, pictures, and models. The use of various types of visual aids, such as maps, globes, films, slides, and still pictures. Use of current events. Special day programs. Evaluation.

Grade 6B: Introductory World History

1. ***Objective:*** In the 6B the experiences are designed to give the child cultural and historical information about the world. Emphasis is put on the development of the great early civilizations throughout the world and their contributions to man's progress in the arts, science, education, religion, statecraft, and inventions.

2. ***Content:***

Unit I - Earth's Earliest People
Unit II - Centers of Ancient Civilization
Unit III - Centers of Mediterranean Civilization
Unit IV - The Changing World in the Middle Ages
Unit V - A World Stirred by New Ideas

Supplementary Unit: The School Election

3. ***Procedure:*** Oral presentation by the teacher. Readings and discussion by the group. Special readings and reports by individuals. Special activity work, such as plays, construction, interviews. The making of special maps. Use of such visual aids as pictures, models, and specimens. Trips. Use of current events. Special day programs. Evaluation.

Grade 6A: Geography of the Eastern Hemisphere

1. ***Objective:*** The program for grade 6A calls for a geographical study of the Eastern Hemisphere. Since geography is the study of the earth, including its physical structure, its resources, and its life, it is important that the child understand how physical environment affects the way man lives in different parts of the world. Such a study should develop an appreciation of man's interdependence and an understanding of other peoples and groups. It is important that similarities between ourselves and other cultural groups be stressed.

2. ***Content:*** The course begins with an introduction to Europe as a part of Eurasia, followed by a study of the countries of Western, Northern, Central, Southern, and Eastern Europe. Southwestern Asia is taken up next, followed by Eastern, Central, and Southeast Asia. Africa is the third continent studied. Australia, New Zealand and Antarctica make up the

concluding unit of work. Each continent and the countries that make up the continents are studied from the viewpoint of understanding the effect of geographical factors on the lives of people of the Eastern Hemisphere. Differences that exist between people are not emphasized. Students are encouraged to understand the reasons for the customs and traditions of other people; in this way a sympathetic feeling is built up toward others. The suggested units are:

Unit I - Europe and the Soviet Union
Unit II - Asia
Unit III - Africa
Unit IV - Australia, New Zealand, Antarctica

3. ***Procedure:*** Teachers will want to use many kinds of resources and materials to make the subject and concepts studied meaningful for children. Some children will learn through one approach, others will find another approach more helpful. While the textbook provides a common resource for all children, it should not be the only teaching and learning tool.

   Supplementary books, including library books, should be used. Pictures can build visual imagery into the vocabulary used in describing the countries. The Children's Museum has much exhibit material. International Institute can provide experiences with people and realia from the countries being studied. The Audiovisual Teaching Aids Library has films, filmstrips, and recordings. Radio scripts are available also. Creative construction projects may be developed. All of these sources should be used to develop a well-rounded instructional program.

   It is suggested that teachers use the unit method of instruction with time devoted to each of the steps: introduction, directed reading and exploration, pupil activity, socialized discussion, and evaluation.

The Junior High School Grades — 7, 8, and 9

The social studies program of study for the junior high school grades 7B through 9A helps the pupil to develop informational background regarding the local community, the city, the county, the state, the country and the world geographically, culturally, historically, economically and politically.

1. ***Objective:*** The program for 7B is a geographical study of the Western Hemisphere. Geography is the study of the earth, including its physical structure, its resources, and its life. It is important that the student understands why and how physical environment affects the way people live in different parts of the world. The study should develop an appreciation of human interdependence, and an understanding of other peoples and groups. It is important that similarities between ourselves and other cultural groups be noted. It is also important that students be made aware of problems such as these relating to geographic situations:

   Uneven distribution and development of natural resources

   Underproductive land

   Lack of usable water

   Nonproductive use of animal or land resources

Overconcentration of people in relation to resources

Absentee ownership of land

Large proportions of land owned by relatively small proportions of people

In understanding the implications of these problems students may develop some insight into current situations of concern in several areas of the hemisphere.

2. ***Content:*** The course begins with a geographical study of South America followed by Caribbean America, Mexico, and Canada. The program of study concludes with a unit on the United States. This provides a geographic background for the study of the history of the United States in the following grades.

   Each continent or area, and the countries that are included within it, is studied from the viewpoint of understanding the effect of geographical factors on the lives of people of the Western Hemisphere. Students are encouraged to understand the reasons for the customs, traditions, and ways of living of other people, and to develop insight into areas of concern.

   Unit I - Introduction to Geographical Terms and Concepts
   Unit II - Lands to the South, an Overview
   Unit III - South America
   Unit IV - Caribbean America and Mexico
   Unit V - Canada
   Unit VI - The United States

3. ***Procedure:*** It is suggested that teachers use the unit method of instruction with time devoted to each of the steps:

   Introduction and cooperative development of a guide for study

   Development of common understandings

   Extension of learning through individual or group research and presentation

   Culminating discussion

   Evaluation

   By using this approach, students make efficient use of time and of learning activities by assuming responsibility for sharing with the group information or understanding gained through independent study. There is not time and it is not desirable for all students to study in detail all of the material; it is not appropriate that they should attempt to read all of the content of the text. The function of the text should be that of a resource book or research tool through which common or specific understandings may be gained. Students should be helped to gain skill in the use of sectional headings, paragraph headings, pictures, skimming and scanning, as research techniques to locate the section in the text which contains the information needed at a particular time. They should be helped also to gain skills in note taking of pertinent information.

Supplementary books, including library books, should be used. Pictures can build visual imagery into the vocabulary used in describing the countries. The Schools Division of the Detroit Public Library will make up kits of supplementary books specific to the needs of a particular class. The Children's Museum has much exhibit material. International Institute can provide experiences with people and realia from the countries being studied. The Audiovisual Teaching Aids Library has films, filmstrips, and recordings. Radio scripts are available also. Creative construction projects may be developed. All of these sources should be used to develop a well-rounded instructional program.

Grades 7A-8B: United States History — The Story of Our Country

1. ***Objective:*** The general purpose of the work for grades 7A and 8B is to help pupils understand and appreciate their country and its history. In order to appreciate the rights, privileges, and responsibilities of the citizens of the United States, it is imperative to know how these came about. To understand how the United States developed from a group of English colonies on the Atlantic coast to an important nation in the world is a necessary study for all people who live in this country. It was through vigilance, struggle, compromise, and the respect for individual and group rights and privileges that democracy became established.

2. ***Content: 7A***

   Unit I - America Yesterday and Today
   Unit II - From the Old World to the New
   Unit III - The Beginnings of a New Nation
   Unit IV - Growth of the New Nation

   Content: 8B

   Unit I - A Great Crisis
   Unit II - We Advance on Several Fronts
   Unit III - America Becomes a World Power
   Unit IV - Americans Plan for the Future

3. ***Procedure:*** Teachers will want to use many kinds of resources and materials to make the subject and concepts studied meaningful for pupils. Some pupils will learn through one approach, others will find another approach more helpful. While the textbook provides a common resource for all pupils, it should not be the only teaching and learning tool.

   Supplementary books found in the social studies room and library books may be used. The Children's Museum has much exhibit material. The Audiovisual Teaching Aids Library has films, filmstrips, and recordings. Radio scripts are also available. Maps, globes, transparencies, and charts help develop concepts. All of these sources should be used to develop a well-rounded instructional program.

   It is suggested that teachers use the unit method of instruction with time devoted to each of the steps: introduction, directed reading and exploration, pupil activity, socialized discussion, and evaluation.

Grade 8A Civics — Developing Civic Responsibility

1. ***Objective:*** To help students develop an appreciation of democratic values, a commitment to base their actions on those values, and a desire to assure their maintenance and continuance. To help students develop the concepts that people formulate rules and laws and create governmental structures so that they may live together in an orderly society; that maintenance of that order is dependent on the proper observance of the rules and laws formulated.

2. ***Content:*** The content deals with the components of effective citizenship in a representative democracy; the processes by which citizens of the United States govern themselves in their local communities, in their state, and in their nation; and the relevant and specific facts which will enable students to develop such concepts as the following:

   a. That governmental units in the United States are set up in accordance with the Constitution of the United States, which is the supreme law of the land.

   b. That the Constitution directs that all units of government are to operate in terms of orderly democratic processes.

   c. That the provisions for these democratic processes were included in the Constitution by men who had had personal or vicarious experience with the oppression which can result when government rules by individual's wishes rather than by orderly processes of law; that these men included carefully worded passages guaranteeing citizen's rights and freedoms so long as due process of law was maintained and observed.

   d. That the ideals of guaranteed rights, freedom, and individual dignity under which American units of government are organized have not been fully achieved; that responsible use of the provisions outlined in the Constitution for exercising democratic decision-making powers under due process of law continues to be the method most promising of success in realizing the ideals under which the nation was founded.

   e. That the maintenance and furtherance of the individual citizen's rights depend on the responsibility with which the obligations of citizens to take part in democratic decision-making and to observe the procedure of due process of law are carried out.

3. ***Procedure:*** Teachers will want to use many kinds of resources and materials to make the subject and concepts studied meaningful for pupils. Some pupils will learn through one approach, others will find another approach more helpful. While the textbook provides a common resource for all pupils, it should not be the only teaching and learning tool.

   Supplementary books found in the social studies room and library books may be used. The Children's Museum has much exhibit material. The Audiovisual Teaching Aids Library has films, filmstrips, and recordings. Radio scripts are also available. All of these sources should be used to develop a well-rounded instructional program.

It is suggested that teachers use the unit method of instruction with time devoted to each of the steps: introduction, directed reading and exploration, pupil activity, socialized discussion, and evaluation.

There is ample opportunity to use community resources to enrich the 8A program of study. Visits to such places as the City-County Building Offices, Detroit Historical Museum, Children's Museum, Fort Wayne Historical Museum, social agencies, and places of industry and business help make learning more meaningful.

Detroit: A Manual For Citizens, a source book on Detroit's civic life prepared by the Department of Social Studies and published by the Detroit Board of Education, should be helpful in the study of processes of local self-government in the Detroit community.

Note: A minimum of six weeks is devoted to the study of government at the local level, and a minimum of two weeks to government at the state level. This emphasis complements that given to the study of the federal government in the senior high school civics classes.

Grade 9: World History

1. ***Objective:*** The purpose of the course in world history is to help pupils understand the world today through a study of its history. This course includes a study of people and nations, the development of their cultures, and the influence of political, social, and economic factors in the history and life of nations.

2. ***Content:*** The content of the world history course includes the story of man from the beginning of time to the present. It is the history of people and nations of all continents. The content deals not only with the development of Western civilization but also with the nations of Asia, Africa, and Latin America. The history and culture of the Ancient World, Europe, India, China, and the Mediterranean World, Africa South of the Sahara, and the Americas are included.

3. ***Procedure:*** Introductory presentation by the teacher. Reading and discussion by the class. Special readings and reports by individuals and groups. Panel presentations and discussions. Activities such as dramatizations, drawings, and constructions. Use of maps, globes, pictures, and models. Use of audiovisual material. Trips to the Art Institute and other museums. Use of resource persons. Use of current events. Special day observances. Evaluation.

The Senior High Grades — 10, 11, and 12

The emphasis in the senior high school grades is on the continued study of the geography and history of the world and especially on American social, political, and economic life today. The study in these grades is in greater depth than that of earlier grades. Courses include civics, economics, sociology, geography, and history.

Grade 10: The Modern World

Two elective courses are offered in grade 10. They are World Geography (1 year) and Modern History (1 year).

WORLD GEOGRAPHY

1. ***Objective:*** The objectives of World Georgaphy are to help students acquire a ***knowledge*** and ***understanding*** of and a ***respect*** for the ways of living throughout the world by focusing attention on people of different cultures, on the nature of the areas in which the people live, and on their values, their aspirations, and their accomplishments.

2. ***Content:*** The students are introduced to certain general world patterns — physical, social, economic, urban, and political. The cultural areas of the world are studied in relation to these broader world patterns. The study of each area includes the world location of the area, the natural conditions, the institutions that have been developed for living together, the technology and the achievements of the people, the relationships of the area with other societies, and the role it is playing in world affairs.

Grade 10B	Unit I	- The Earth and Man
	II	- The Earth As a Source of Food
	III	- Industrial and Commercial Centers of the World
	IV	- Political Divisions of the World
	V	- Anglo-American Cultural Area
	VI	- Latin American Cultural Area
Grade 10A	Unit VII	- European Cultural Area
	VIII	- The Soviet Union Cultural Area
	IX	- The Middle Eastern Cultural Area
	X	- The Oriental Cultural Area
	XI	- The Pacific World Cultural Area
	XII	- African Cultural Area, South of the Sahara

3. ***Procedure:*** Introductory presentation by the teacher. Reading and discussion of the text. Special readings, research activities, oral reports. General socialized discussion. Use of a variety of wall maps, globes, desk-outline maps. The making of special maps, charts, and graphs. Use of pictures of various kinds. Trips to places of geographic interest. Speakers before the class. Reference to current problems and issues. Use of films, filmstrips, transparencies, and records available from the Audio-visual Teaching Aids Library.

MODERN HISTORY

1. ***Objective:*** To help pupils to improve their understanding of present-day world affairs through a study of the recent past.

2. *Content:* The content of Modern History is organized around several main topics: (1) Introduction to Modern History, (2) The Age of Kings and Nobles, (3) The Age of Political Revolution, (4) The Age of Industrial Revolution, (5) The Age of Explosive Change. A knowledge of these great movements enables the pupil to understand why peoples and nations act as they do today. A knowledge of the events of the past should help him in his thinking and planning for the future.

3. *Procedure:* Introductory presentation by the teacher. Reading and discussion of the text. Special readings and oral reports by pupils. General socialized discussion. Use of maps and globe. Use of visual aids. Current events. Correlation with geography. Use of special activities. Special day programs. Evaluation.

Grade 11: American History

1. *Objective:* To help pupils to understand how the United States has developed from a group of colonies on the Atlantic coast to a leading nation in the world.

2. *Content:*

Grade 11B Unit
- I - Discovery and Colonization (1492-1763)
- II - A New Nation is Formed (1763-1815)
- III - Growth and Conflict (1815-1865)
- IV - The Emerging Industrial Nation Faces Problems (1865-1880)

Grade 11A Unit
- I - Changing Relationship Between Industry and Government (1881-1897)
- II - American Idealism Shapes Domestic and Foreign Policy (1897-1918)
- III - Lack of Direction in Foreign Affairs and Unbalanced Economy Lead to Depression (1918-1932)
- IV - Domestic Affairs (1932-Present)
- V - Foreign Affairs (1932-Present)

3. *Procedure:* Introductory presentation by the teacher. Supervised and directed study. Study and discussion of the text. Special readings and oral reports. General socialized discussion. Use of special activities. Liberal use of maps and globes. Correlation with geography. Use of audio-visual aids. Use of speakers before the class. Visits to places of historic interest. Current events. Special day observances. Evaluation.

Grade 12: Civics and Economics

1. *Objective:* To help pupils to understand the political, economic, and social organization of American life, to appreciate some of the problems with which we are faced, and to gain competence in dealing with such problems.

2. *Content: Civics — One Semester*

Text, *Our American Government*

Unit I - The Foundations of Our Government
II - National Government
III - State Government
IV - Local Government
V - Taxation and Finance
VI - The United States — World Leader
VII - Government and the Life of Our People

Text, *Government In Our Republic*

Unit I - The Meaning of Democracy
II - The Nature of Our Government
III - You and Your Government
IV - You and America's Place in the World

Economics — One Semester

Unit I - Economics: The Study of Production and Consumption
II - Business and Prices in Our Economy
III - The Role of Industry, Labor, and Agriculture
IV - The Creation and Employment of Money
V - Private and National Wealth and Income
VI - Our American Economy in a Divided World

3. ***Procedure:*** Introductory presentation by the teacher. Supervised and directed study. Study and discussion. Special readings and oral reports. General socialized discussion. Use of special activities including the making of charts and graphs. An integration of social life. Use of audio-visual aids. Visits to places of interest in the community. Invite community leaders to speak before the class. Current events. Special day observances. Evaluation.

Electives

The following elective courses give senior high school credit.

LATIN AMERICA — ONE SEMESTER

Because of the special interest in Latin American history, geography, and foreign relations, a special single-semester course in that subject is offered as an elective. The course consists of the history of Latin America, the geography of the lands to the south of us, the relations of Latin American countries with other nations, and discussion of how the countries and peoples of the Western Hemisphere can be welded into a united people.

SOCIOLOGY — ONE SEMESTER

A one-semester course in Sociology is also offered in grade 12 as an elective. This course may be elected in addition to courses in Civics and Economics.

CONTEMPORARY AFFAIRS — ONE SEMESTER

A one-semester elective course in current affairs, which provides pupils with a special opportunity to study current happenings, is offered for grades 11B-12A. Newspapers, magazines, and pamphlets, supplemented by radio listening, television, and library research, provide the chief sources of information. The historical antecedents of current events are stressed, and the significance of the events for modern life is analyzed.

MICHIGAN HISTORY AND GEOGRAPHY — ONE SEMESTER

A one-semester elective course in the history and geography of Michigan from prehistoric time to the present day is offered for grades 11B-12A. After a brief study of the geological formation of this territory, the course emphasizes the history and industrial development of our state.

NEGRO HISTORY — ONE SEMESTER

A one-semester course in the history of the Negro is offered as an elective in grades 11B-12A. The history and the culture of Negroes are studied. While primary attention is given to the history of Negroes in the United States, the course includes the study of the Negro throughout man's history. Special consideration is given to the life and work of outstanding individuals.

ECONOMIC GEOGRAPHY — ONE SEMESTER

A one-semester elective course in economic geography is offered for grades 10B-12A. This course emphasizes economic factors related to the geography of regions, states, and nations: industrial development, natural resources, and labor supply.

V

BASIC PRINCIPLES UNDERLYING THE CURRICULUM

The Detroit social studies curriculum is based on a number of educational principles. These involve individual and social needs of children, social welfare, and the psychology of learning.

1. *Learning by the Cycle Method*

Social concepts are often quite abstract and difficult to comprehend. Many ideas and words used in the social studies are new in the experience of children. We know that children can learn only those things which they have experienced. In the development of social concepts, therefore, a curriculum should provide for a repetition of the concepts often enough to give new experiences at different maturity levels. When a social concept is presented in a number of grades, each successive grade should present a wider and more complex phase of the concept than the one before. This cycle method is followed in the Detroit social studies curriculum.

2. *Curriculum Based on Pupil Needs*

A social studies curriculum should be so organized to include pupil needs and pupil growth in addition to subject matter to be learned. Subject matter is essential, but it must be thought of as a means to an end rather than an end in itself. This type of program is in keeping with educational philosophy and is one that readily adapts itself to changing conditions. The Detroit program is based on definite objectives, with appropriate subject matter introduced as a means of aiding the growth of children.

3. *Curriculum Based on Individual Differences*

A social studies curriculum should be adaptable for use with pupils with different abilities, different interests, different experiences, and different opportunities. A curriculum stated in terms of pupil needs and focused on pupil development rather than solely on subject matter to be learned is readily adapted to the individual differences of pupils.

4. *A Curriculum Adapted to Different Teaching Methods*

A social studies curriculum should readily adapt itself to various teaching methods. A curriculum organized for the convenience of a single particular method is too restrictive. No two teachers, even in the same school, teach exactly alike, and in the extremes the methods used by teachers differ greatly. The curriculum should be organized in such a way that teachers using widely different methods may find it readily adaptable to their use.

5. ***A Curriculum Based on Social Living***

A social studies curriculum in order to be vital and effective should provide for the study of definite areas of human life and experiences rather than the study only of a written account of such experiences. There is a great difference between actual and vicarious experience. In the Detroit program pupils should be brought face to face with actual life and conditions as far as their maturity permits. For example, instead of gaining all their experience about a market through reading, a group of Primary Unit children may visit a market and see it firsthand. As the number of such direct experiences is extended, pupil learning is improved.

6. ***The Use of Multiple Activities***

A social studies curriculum should provide for the use of any and every type of activity that will facilitate pupil understanding and growth. All pupils do not learn in the same way. They differ in background experience so widely that a concept perfectly clear to one may be completely without meaning to another. Since the Detroit program is based on pupil needs, any activity and any experience having educational value may be used.

7. ***A Curriculum of General Social Development***

A social studies curriculum should provide stimulus for pupil growth in all phases of social life. The program is not restricted to the study of geography, history, civics, economics, and sociology, but may be expanded to include a study of vocations, current events, ethical conduct, approved social forms, home and family life, economic and intercultural problems, and other heretofore often neglected areas of social living. The Detroit program makes provision for the study of many phases of social living.

8. ***Development of Effective Citizenship***

A social studies curriculum should provide for the development of a knowledgeable, effective, participating, and active citizen, in the broadest sense — a citizen conscious of his democratic heritage and with a habitual, active, lifelong interest in human affairs. This is a primary objective of the social studies program — of all education. The social studies program includes many opportunities to help children and young people become such citizens.

VI

THE UNIT CYCLE OF INSTRUCTION

Teachers at all times have endeavored to organize materials of instruction in a manner that will aid learning. Such attempts have ranged from the simple acceptance of the topic by topic organization of a textbook to elaborate lesson sheets which have aimed at complete individualized instruction.

In line with these efforts the concept of the instructional unit has become an accepted organizational procedure in the teaching of the social studies. Increasingly, courses of study and textbooks are organized around large units of subject matter. The purpose of unit organization is to aid pupils to gain insights into broad segments of life. Once these insights or meanings are gained, they are in effect permanent learnings, as experimental evidence is confirming.

The Detroit social studies curriculum is organized into instructional units. The work of a semester or even a full year is, by the nature of its content and meaning, a large unit. This semester organization in turn is broken down into a series of instructional units capable of being comprehended by pupils of different ages and degrees of mental maturity.

The unit is a form of curriculum organization. A unit may be taught in many different ways; this opportunity for flexibility makes instruction by way of the unit organization adaptable to varying situations. By this method various kinds of instructional materials are introduced; common learning experiences are broadened; understandings of the interrelationships between content material from several subject areas are developed; individual needs are met; and the study is brought to a close as a single comprehensible phase of the social environment.

Outline of Steps in Unit Instruction

I. Teacher preplanning.

   A. Establishment of teacher's aims and objectives
      1. What are my purposes for teaching this unit?
      2. What do I expect the students to learn?
         a. What facts?
         b. What skills?
         c. What concepts, understandings, attitudes?

   B. Identification of materials needed to teach the unit effectively
      1. Audiovisual materials
         a. Illustrative pictures
         b. Films, filmstrips, records
         c. Maps, globes, charts
         d. Vocabulary-building cards

2. Manipulative materials
   a. Paper, graph paper, outline maps
   b. Clay or other construction material
   c. Crayons, paints, scissors, rulers
3. Bibliography
   a. Basic text
   b. Supplementary books in the classroom
   c. Supplementary books in the library
   d. Library book kits
   e. Magazine articles

C. Identification by teacher of what additional knowledge or information he needs in order to introduce the unit and to guide study in the unit

II. Introduction of unit to students.

A. Any feasible one of a variety of attention-focusing and interest-arousing approaches is appropriate to begin the unit
   1. Story
   2. Film
   3. Records
   4. Illustrative pictures
   5. Description of a hypothetical or real situation or problem
   6. Others

B. Presentation of overview of unit content

C. Introduction of new vocabulary, supporting terms with illustrations to establish realistic imagery

D. Evaluation
   1. Are students' interests aroused?
   2. Are students motivated?
   3. Are students responding?

III. Gaining common background information.

A. Teacher-pupil planning for reading in basic text (or other comparable books)
   1. What do we need to know about the subject matter of the unit?
   2. What do we expect to find out through reading?
   3. How can the text help us in our study?
   4. What, specifically, shall we find out by reading the text?

B. Review vocabulary

C. Directed reading in text
   1. Guided by teacher planning
   2. Guided by student-suggested questions or topics
   3. Structured to meet varying abilities

IV. Planning for further learning, develop responses to:

A. Why is the study of this unit important?

B. What basic understandings do we hope to gain from further study of this subject?

C. What have we learned so far?

D. What additional knowledge or skill do we need or want to learn?

E. How may this best be done?

F. What additional materials do we need?

G. How shall we share what we have learned?
1. Through reports?
   a. Oral?
   b. Written?
2. Through panel discussion?
3. Through role-playing?
4. By constructing models?
5. By pictures?
6. By combining reports into a book or newspaper?
7. By dramatizing?
8. By writing a story?
9. By a bulletin-board display?
10. In other ways?

V. Carrying out of further research, projects, or skill-building activities as planned.

VI. Presenting culminating activities as planned.

VII. Conducting summary discussion.

A. Center this on significant generalizations or problems

B. Direct discussion so that students enrich each other's understanding

C. Provide for each student's gaining satisfaction from some form of participation

VIII. Cooperatively evaluating the study of the unit.

A. Did we accomplish our objectives?

B. Was the work planned wisely?

C. Did we work to best advantage?

D. Was the work properly distributed?

E. How may we improve our procedure and the quality of our work next time?

Details of the Unit Cycle of Instruction

I. *Teacher Preplanning*

Teacher preplanning is fundamental to the successful teaching of a unit. The teacher must have thoroughly in mind the "why," "what," and "how" of the unit before attempting to make it a learning experience for students. Presentation, guidance through the instructional phase, and testing and evaluation must be part of a structured whole if student learning is to be relevant, related to other learnings, and if the experience is really to be comprehended.

II. *Introduction or Presentation of the Unit*

The purpose of the introduction is to provide the student with an overview of the unit in order that the work to be done on succeeding days may fit into a larger pattern.

A great deal of the success of the introduction depends upon the teacher's interest in the subject, his background for the units, and the channels used to stimulate the pupils. Films, filmstrips, pictures, objects, vivid stories, transparencies, recordings, and attractive books, all used in a proper manner, are great aids. Most important of all is the pooling of pupils' previous experiences and present interests. To aid pupils to want to learn through a particular unit is one of the tests of a teacher's skill in this phase of the unit. By the time this initial lesson is finished, the pupils should be able to see value in the material and be anxious to go to work on the unit.

An essential part of this initial presentation of the unit is the development of the unit objectives. These goals in a sense will form the basis for the minimum essentials which all students should accomplish. Helpful objectives are usually incorporated in the general guide or in the text and can provide a foundation around which the unit is developed. The objectives may be stated by the teacher, but it is better if the pupils can be involved in planning the objectives.

This first step is largely teacher directed. Since the material is new to pupils and since they may have little systematic background, it is the teacher's job to orient them to the new unit of work. The teacher, therefore, has a three-fold purpose in this first phase: to orient the pupils to the new work, to stimulate the pupils to want to learn, and to give the pupils an overview of the unit to be studied. This introductory step usually requires about one class period, though it may take more.

III. *Student Learning Experiences Within the Unit*

Following the introduction, pupils should now be ready to explore the unit for themselves and to seek information and facts regarding the unit.

Basic reading — Basic texts are provided in order to give all students a common background of information.

Supplementary books — In the further study of the unit each student should be permitted to go as far beyond the minimum as he is able. Some books of different reading levels are provided for this purpose in the social studies rooms and homerooms. Additional books may be secured from the library. It is helpful for the pupil to keep a record of the books he reads and the activities in which he engages. This procedure has many values: first, the student will learn to know the names of books and authors and other instructional material; second, the teacher knows what the student has done and can continue to build upon that information throughout the unit; third, the pupil has a means of checking back should he wish to use a book or other aid again during the time that he is carrying on his activities or participating in the summary discussion.

Pupil records — Some teachers have the pupil keep a record of readings in his notebook whereas other teachers use a combination reading record and activity-contract card. On one side of the card the pupil has his name, section, and the name of the unit. Under this he keeps a record of the books he is reading, pages read, and the main point of the reading material. Thus, both pupil and teacher know at all times how the work on the unit is progressing. On the other side of the card, as a further record of his activity work, the pupil lists other activities which he may be doing. ***All*** of his ***activity*** must have a ***purpose*** and bear ***directly*** on the unit under consideration. In order that the pupil may not waste time or materials during this period, he is required to note definitely what it is he wishes to do that he may further his knowledge and understanding of the unit. He not only notes what he plans to do but how he will do it and the materials needed. He may wish to work alone or with other pupils. He may choose to continue his reading and report on it, or he may wish to construct something to illustrate the unit. Whether it is a debate, a dramatization, a report, a construction, or any one of a number of other activities, it should be carefully planned and executed with the fullest possible understanding of the unit as its goal.

Correlation with language education — Instruction by the unit method draws upon and, in return, strengthens many aspects of language education. For example, various types of reading are used for specific purposes. Scanning and locating particular information involve rapid reading, using paragraph headings, and looking for "clue" words. Reading for specific information requires careful reading, interpreting, and evaluating the content to determine its relevance to the information sought. Reading literature materials closely resembles the more rapid reading for pleasure, since a "feeling" of the background is more important in this instance than is detail. Literature itself often gains meaning in the context of social studies; social studies is illuminated by pertinent literature.

Information read must be organized, with interrelationships clarified. This provides purpose for learning and using note taking and outlining. Information secured should be shared. This provides opportunity for written or oral composition, factual or creative.

Skill-building lessons may be planned to build language skills, as well as social studies skills. The increasing of vocabulary is as much

language education as it is social studies; the development of the ability to express ideas clearly and correctly is important both to social studies and to language arts.

Correlation with art, music, dramatics, health education —As is true of literature, each of the fine arts can be drawn upon to give pictorial representation, sound, action, or mood to areas of social studies instruction, and will themselves have added meaning by being associated with their historic or geographic location. Teachers specializing in the fine arts may be invited to correlate their instruction with a social studies unit. Making a piñata gives a student a closer feeling with fellow Americans while studying Mexico; reading *A Tale of Two Cities* at the time of studying revolutionary movements in the eighteenth century gives reality to the period; listening to selections from Wagner when studying the rise of German nationalism is helpful in developing a feeling for that time; visiting the African art exhibit in the Institute of Arts helps to develop appreciations during a unit on Africa; studying Gothic cathedrals or planning a stained-glass window gives meaning to the later Middle Ages; developing an appreciation of Japanese art or of Chinese drama brings color to units on Asia; practicing square or circle dances in the gymnasium at the time of studying the Western Movement gives appreciation of the stamina of the pioneers! The list could be expanded endlessly and still be directly purposeful. Such experiences clothe and color history and geography.

Supplementary activities —It is unwise to separate too rigidly the work of the reading period and the continued exploratory period which finds expression in other channels such as panel discussion, exhibits, research projects, map activities, drawings, debates, plays, and construction work. It is not always necessary to feel that a certain number of days must be set aside for reading and a certain number for supplementary activities. This entire period is a sort of social studies laboratory period, when pupils are doing all they can to learn to the maximum of their ability within their age and background levels. It is important, however, for each pupil to realize that he cannot make a bridge unless he has plans and knowledge of how to carry out those plans. He must build a background of information from all sources offered him in his room library, school library, or the public library and from other sources such as trips and interviews. This is also a period when the student learns how to work with his fellow students. Knowing how to work harmoniously in groups is sometimes difficult. It is during this period that boys and girls learn the importance of "give and take" in life.

Locating material —It is wise at the beginning of each semester, while working with the first unit, to show the student how he may plan his work. If books and materials are kept in exactly the same place for at least the current year, much confusion can be avoided and pupils will work more efficiently. All of this should be learned during the first unit. After that, if the teacher has done her work well, the pupils can carry on quite independently except for occasional advice and guidance.

Activities will vary —The type of individual work done by pupils will vary. Some may wish or need to spend a long time on basic reading

materials, whereas others will want to explore in other fields. Pupils' interests and needs vary; therefore not all students will be working at exactly the same rate or accomplishing the same amount of work. In general, teacher and pupils will spend one or two days developing the basic pattern for the unit, about five days for exploratory reading, and three to five days for further supplementary activities. In an eighteen-day allotment for a unit, about two-thirds of the time is devoted to this basic use of sources of information.

Keep time schedule flexible —As was noted before, it is very difficult to set any hard and fast lines as to when each student should begin a new phase of the work. Ideas for the activities other than reading may be gathered during the exploratory period. As the student is building up information and background for the unit, he is incidentally formulating in his mind an idea as to how he wishes to express some particular concept gained during the exploratory period. Some students will accomplish this sooner than others and be ready for supplementary activities. The work as planned provides for these individual differences.

Where activity work should be done —Since learning is an active process, every possible means of expression should be utilized. There is a certain satisfaction which comes from creating a well-executed piece of work, be it a picture, story, report, play, poem, song, map, slide, or object of some kind. Learning through media other than reading strengthens learning and deepens understanding. In doing this, the pupil has an opportunity to plan and execute. This step in the teaching of a unit may very readily be carried on in cooperation with art work, music, or the performing arts, and thus may further the program of correlation which already exists in many of our schools.

Summary discussion —Following a number of days spent on basic exploration and supplementary activities, pupils will have progressed in their understanding of the unit so that they should be able to discuss the unit as a whole around some significant generalizations or problems. The work on the unit up to this stage has been done more or less individually or in small groups. It has been a preparation for this period of discussion which should aid pupils to gain a fuller and better understanding of the unit. This is the period when every pupil should be able to participate because of his basic study, and at the same time receive a great deal of enrichment from other pupils who had done special work. In preparation for this, the teacher should become familiar with the work of each pupil in order that every pupil may profit most from the total group discussion.

IV. *Evaluation of the Work on a Unit*

In all too many cases, the work on a unit or topic, or even a course, ends with the summary discussion. No attention is given to the values derived from the study. In the unit cycle of instruction, the final step in the procedure is the evaluation of the work done on the unit by pupils and teacher. Answers to such questions as "Did we accomplish our objectives?" "Was the work planned wisely?" "Did we work to the best

advantage?" "Was the work of the unit properly distributed?" "How may we improve our work?" may help in the evaluation. In order to determine the amount of learning which took place during the unit, the teacher may give a series of tests.

One of the values resulting from the unit evaluation is that it enables the pupils to appraise their part in the effort. An evaluation of this kind tends to place responsibility where it belongs, which is the first necessary step leading to improvement.

V. *The Importance of Developing Study Skills*

The unit cycle of instruction provides maximum opportunities for pupils to develop work-study skills. These skills are among the most valuable that a boy or a girl, a young woman or a young man, can learn. Every citizen needs to know how to study efficiently. He needs to be able to read so as to obtain the information and values which generate right thinking and conduct. Whether the area of inquiry is that of Ancient Egypt or current happenings in Detroit or Washington, the citizen in or out of school needs to be able to find out what reading materials are available, to know where they may be found, to be able to select those most pertinent to his needs and interests, to discover the author's purpose and the authenticity of the article, to evaluate the product in terms of these and other factors, to read comprehendingly, sympathetically, yet critically, and to provide for the retention of those ideas and facts essential to fulfilling his civic obligations. To teach pupils to study in this way is a task worthy of the skill of the best teacher.

VI. *How the Unit Cycle of Instruction Contributes to Democratic Living*

Activities which develop skills in carrying on democratic processes fit logically and purposefully into unit instruction. Whenever students are involved in planning approaches to study, they may gain democratic competence by following such a pattern as this:

A. Cooperatively identifying a problem.
B. Cooperatively proposing solutions.
C. Reaching a consensus as to a feasible program, and adopting a course of action.
D. Assuming full responsibility for carrying out the leadership or follower-ship role, appropriate to students' maturity.
E. Cooperatively assessing the effectiveness of the course of action adopted, and proposing modification or change if that seems indicated.
F. Working effectively with others, respecting their rights and appreciating their contributions.

It is the duty of each teacher to help the pupil in school to understand the meaning of democracy. The classroom must be considered a social laboratory in which a child learns to live with others cooperatively and harmoniously. Social studies teachers must be leaders in this movement. Since the teacher is the one adult member in the group, his acts need to coincide with the democratic way of thinking and acting which he would have pupils acquire. Children need practice in democratic self-control.

They also need to learn how to be governed by democratic procedures and by democratically elected officers. The unit cycle of instruction affords many opportunities for democratic practices. Pupils may share in the planning of a unit of work and in the execution of their plans under this procedure.

Such practices as sharing in the planning period and later in the execution of plans can be carried on beyond the social studies classroom. In doing this, students need to understand that in a democratic society certain responsibilities are delegated to the school. The school is America's agent for the training of democratic American citizens.

VII. *The Advantages of Unit Instruction*

Advantages of unit instruction may be summarized under these headings:

A. It provides a maximum opportunity to develop deeper understanding of concepts as material is studied in depth and in breadth, and as interrelationships are discovered.

B. It provides a maximum opportunity to develop work-study skills: studying efficiently; reading to obtain information; finding a variety of informational source material; selecting from it the most pertinent; reading comprehendingly, sympathetically, and critically; providing for retention of facts and ideas by fitting them into a framework of related facts and ideas.

C. It provides for learning through many media in addition to written materials.

D. It provides for meeting individual differences and using individual skills.

E. It contributes to developing skills in democratic living.

VII

POINTS TO EMPHASIZE IN TEACHING SOCIAL STUDIES

In this section an attempt will be made to bring together a number of points of emphasis which should be evident in every well taught social studies classroom and laboratory. A few of the points are mentioned here for the first time in this bulletin, but most of them are merely summarized from earlier scattered references. The following are a few of the factors that should be emphasized in teaching the social studies:

1. *Plan Instruction According to Pupil Needs*

   The schools and school instruction exist for the pupils. Instruction should be planned in such a way that pupils receive the greatest amount of benefit from the time spent in school. Objectives are stated for the school as a whole, for separate courses, for units, and for single lessons. These objectives, of course, should be based on pupil needs, interests, and abilities. But unless the instructional planning by the teacher puts this theory into practice, the results may fall wide of the desired mark.

2. *Provide for Individual Differences*

   It is a well-known fact that children differ in ability, in interests, background, ways of doing things, and in the ways they learn. Modern education tries to make provision for these differences. In the teaching of the social studies, differences in pupils may be taken care of in a number of ways. The teacher has an opportunity through oral presentation, reading materials of varying difficulty, multiple pupil and group activities, supervised study, and audiovisual aids, to adapt his instruction to different types of pupils. This may require more effort and skill on the part of the teacher, but it marks excellent teaching.

3. *Emphasize the Social World Today*

   It is possible to go through social studies content as though it carried its own purpose and to assume that the results would be good whether we did anything about the material or not. Unless pupils know where they are going and keep going constantly in that direction, they are not likely to arrive at any place in particular. The emphasis in modern education is to help children to understand the world in which they live today. In the social studies this may be done through the study of geography, civics, economics, sociology, and current events, aided by history which shows how the present is the product of the past.

4. *Teach and Practice the Democratic Way of Life*

   It is the duty of every teacher to help pupils in school to understand the meaning of democracy. The classroom must be considered a laboratory in which children learn to live with others cooperatively and harmoniously. Social studies teachers must be leaders in this movement. Since the

teacher is the one adult member in the group, his acts need to coincide with the democratic way of thinking and acting which he would have pupils acquire. Children need practice in democratic self-control. They also need to learn how to be governed by democratically elected officers. The school affords many opportunities for democratic practices. Pupils may share in the planning in the classroom and in the school as a whole. In doing this, they need to understand that a democratic society delegates to certain agents the responsibility of the school. The school is America's agent for the training of democratic American citizens.

5. *Teach Pupils How to Study*

Teach a child facts and he will forget them. Teach him a skill that he can put into practice, and he will become more and more efficient as time goes on. We have too often taught our children as though study skills were the same as native ability and could not be changed. Ability to study efficiently has to be acquire, just as any other skill. Every school should be at work on this problem. Social studies teachers are urged to work to develop these skills. It may be desirable to provide time at the beginning of a semester to discuss with pupils desirable study techniques. Following this general statement, there will be numerous opportunities when individual pupils will need help. The supervised study period is a favorable time for helping pupils. Encourage pupils to ask for help. Make it a point to diagnose faulty habits of work and try to correct them. Some of the things that children need to be able to do are: to use the table of contents and indexes, to use the card index and locate books in a library, to read various types of material, to take notes, to make outlines, to prepare summaries and digests, and to prepare special reports.

6. *Teach the Scientific Procedure*

In all social studies work, what is known as the ***scientific procedure*** and the ***scientific attitude*** should be developed. Such instruction is democratic and it is sound. It helps one to be willing to listen to the other side of an issue, to get all possible facts before arriving at a conclusion. It helps one to respect another's point of view. It is reason as against prejudice and bias. The social studies offer many opportunities daily for use of the development of the scientific method and scientific attitude. Merely to explain the meaning of the scientific attitude and then to make no use of it would not get very far. The method ought to be applied whenever possible. The scientific, or (as it is generally called in connection with the social studies) the ***problem solving*** method, is concerned with causes and effects, the motives of writers, differences in statements, apparent contradictions, and strange conclusions. The teacher must judge when pupils are far enough advanced to deal with various phases of the scientific method. It is evident that a pupil in the fourth grade would do very little about the motives of writers, whereas a twelfth grade pupil might deal with such a subject with a great deal of skill. However, pupils in the early grades are able to handle other phases of the scientific method very successfully.

7. *Teach Good Character as a Main Objective*

The term "good character," like personality, is hard to define. Yet we are all sure that we are able to recognize desirable character traits in those persons with whom we come in contact. Most everyone agrees that such traits and qualities as dependability, honesty, unselfishness, willingness to assume responsibility, tolerance, ability to recognize and respect the rights of others, and willingness to work for the welfare of the entire group are desirable. It should be possible for the school in its thirteen-year contact with children to assist greatly in the development of these desirable traits. No one teacher can do the entire job; it will require the united efforts of all teachers throughout the entire school life of the child to accomplish the best results.

Only a part of such training can be the result of direct teaching; most of it must be incidental. This does not mean that it will be any less effectual. Frequently, incidental teaching is the most effective teaching. The social studies furnish innumerable opportunities for character training. The teacher must be able to see and take advantage of such opportunities.

8. *Develop in Pupils a Continuing Interest in the Social Studies*

Have you ever heard a pupil breathe a sigh of relief at the close of a course in history or geography or any other of the social studies and say, "Thank goodness I am through with that"? Do you place all the blame on the pupil for his failure to become interested in the subject, or do you look back on the statement to try to discover what the real cause is for the lack of interest? Every teacher should strive to teach in such a way that pupils will want to continue the study after they are through with the course and with school. This kind of teaching will contribute directly to the development of a lifetime interest in community affairs.

9. *Guide Disscussion with Judgment and Tact*

Socialized discussion is neither debate nor argument. It is an effort of a group of earnest and fair-minded individuals to arrive at a clear understanding of a question or problem. Some questions are so thoroughly agreed upon by a group that further discussion is of little value. On other problems, opinion is divided. Do not be afraid to face such issues. They are bound to arise, especially in the discussion of contemporary social life. In discussions of this type, the teacher has his best opportunity to guide his pupils into desirable methods of study and discussion. He has an opportunity to point out the need for reliable information, the danger of prejudice, bias, and partial facts, and the fact that truth need not be feared. The discussion of social problems should, of course, be suited to the maturity level of pupils. In leading discussion, teachers need to be wise, well informed, and fair. They need to be sure that pupils feel free to express opinions and that these opinions will be respected. The setting of a social atmosphere conducive to intelligent discussion is one of the most important tasks of the social studies teacher.

VIII

CONTROVERSIAL ISSUES AND THE SOCIAL STUDIES

With the rapid advances in science and technology have come unprecedented problems in the area of man's relation to other men. These have come at a time when relatively little attention has been given to social relations in comparison with the attention given to scientific areas. Today, youth must be aware of contemporary trends and problems arising out of current social, economic, and political situations. It is necessary to provide knowledge in the fields of the social studies as well as high level practice in decision-making ability.

Controversial issues confront the teacher in the discussion of social studies content. The area of controversial issues provides for the use of the problems approach. In the social studies the problems approach requires an attitude of inquiry, developing the will and skills for critical thinking, scientific research, and democratic behavior. Such topics as "Should Cars Be Sold to Russia," "The Vietnam War," "Segregated Housing," and "Communism in Latin America" cannot and should not be avoided in the classroom.

Definite steps should be taken in studying the issues.

1. The issue should be defined and stated clearly. This establishes the focus for study and discussion.

2. Data should be collected and recorded. The teacher can guide the students in the selection of relevant data by discussing the *variety* of sources and and resources that can be used. The stress should be laid on obtaining varying viewpoints. Data must be interpreted from this standpoint.

3. The data that are obtained should be evaluated. The purpose here is to determine the validity, reliability, and significance of the information gathered. Is the information obtained true? What methods were used by the researcher to come to the conclusions? Errors and inconsistencies must be detected. The data must be weighed carefully.

4. After the class has collected its data and has completed the evaluation of the material, an attempt should be made to draw conclusions. The result may be that the data are inconclusive. It is valuable to learn that solutions to all problems cannot be arrived at either in a brief space of time or with available information. The student should be able to accept new conclusions when they can be supported by fact.

The role of the teacher is to give the students the opportunity to reserve judgment until all available information is examined. The teacher must be objective in handling controversial issues and not color the fact-finding process with his own opinions.

The following statement from page D-12 of *Teachers' Bulletin No. 4* (1966) is pertinent and is repeated here:

CONTROVERSIAL ISSUES

For many years the Detroit Public Schools has recognized that many important areas of study involve issues on which differing positions are held by important individuals or groups. Study of these issues is frequently a necessary and appropriate part of the education of pupils. Detroit schools thus encourage a scientific and unprejudiced study of pertinent issues in the classroom including many which are patently controversial. The role of the teacher is that of the impartial moderator who does not attempt directly or indirectly to limit or control the students' judgments concerning controversial issues, but make certain that full and fair consideration is given to both sides of an issue, and that facts are carefully examined as to their accuracy and interpretation. The democratic way of life rests on learning respect for facts and an impartial search for truth.

IX

SPECIAL DAYS AND EVENTS

1. *The Importance of Special Days*

The observance of special days serves to emphasize social situations which tend to develop worthwhile civic attitudes and ideals. Thus they provide a natural medium for developing the broader aims of education as well as the objectives of the social studies.

The special day program furnishes an opportunity to associate the sterling qualities of character with the great men and women who have helped to build our country and our culture. We cannot over-estimate the contributions of such great leaders as Washington, Franklin, Hamilton, Jefferson, Lincoln, Frederick Douglass, and King.

Certain events have an equal significance in the life of our country: such events as the signing of the Declaration of Independence, the adoption of the Constitution of the United States, Thanksgiving Day, the adoption of our national emblem, and Pan-American Day.

All of these memorial and civic events, which are generally classified under the heading of "special days," are opportunities for the development of some of the objectives of the social studies, occasions to use one of the most potent means of instilling American ideals in the minds of our youth. To the teacher of social studies, special days are something more than memorial observances. They provide an appropriate occasion for pupils to discuss and analyze past events in the light of present conditions. Such discussions furnish an opportunity for pupils to gain power in generalizing from past experience and in planning a better world in which to live. Speical days, too, provide opportunities for learning through the emotions —a way of learning which should not be neglected.

2. *Observing Special Days and Events*

The number of special days and events celebrated in the schools is steadily increasing from year to year. These days not only honor the memory of our great leaders and commemorate great historic events, but also celebrate events of local, state, and national civic significance. Examples of the latter are such events as election day, clean-up week, fire prevention week, and American education week.

The special days and events which are most likely to be observed in the Detroit Public Schools are the following:

Labor Day	September
Citizenship Day	September 17
Columbus Day	October 12
Will Carleton's Birthday	October 21
United Nations Week	October
United Nations Day	October 24
Theodore Roosevelt's Birthday	October 27
Election Day	November
American Education Week	November
Veterans Day	November 11
Thanksgiving Day	November
Bill of Rights Day	December 15
Martin Luther King, Jr.'s Birthday	January 15
Benjamin Franklin's Birthday	January 17
Franklin D. Roosevelt's Birthday	January 30
Lincoln's Birthday	February 12
Brotherhood Week	February
Washington's Birthday	February 22
Pan-American Day	April 14
Law Day, U.S.A.	May 1
Armed Forces Day	May
Memorial Day	May 30
Flag Day	June 14
Independence Day	July 4

3. *School Election Instruction*

The special event which has been observed most consistently in the Detroit Public Schools is the fall election. Usually once each year for several decades the schools have given all pupils in the sixth grade and above instruction in election procedures and in actual voting practice.

Purpose of the school election. If our pupils are to become adult citizens who will conduct themselves properly at times of election, they must have practice in election procedure as well as come to understand the reasons for elections in a democracy. The purposes of the school election may be stated more specifically as follows:

A. To give all pupils of the sixth grade and above an opportunity to participate in elections. (The new constitution has changed the election calendar, so that Michigan no longer has annual elections.)

B. To use the occasion of the election as a means of teaching the organization of our government.

C. To help in forming the habit and to teach the significance of the exercise of the franchise.

D. To teach the pupil the importance of being informed on public matters before exercising the franchise.

E. To give pupils training in judging newspaper statements and radio and television programs pertaining to public elections and in judging the qualifications of candidates.

F. To give pupils training in conducting elections in accordance with legal procedures.

G. To aid pupils in acquiring a proper attitude toward the ballot and public officials.

H. To help the pupil to realize that he is a part of the community and nation in which he lives, and that the success of democracy depends upon the intelligent participation of every citizen.

X

EQUIPMENT AND MATERIALS

No description of a program for the teaching of the social studies would be complete without a discussion of the physical equipment of the social studies room and of the school in general. The time is long past when all learning is supposed to result entirely from the study of a textbook and from reciting. Today's materials of instruction are extensive and varied. It is recognized that children learn in different ways according to the nature of individuals. Such activities as looking at films, filmstrips, maps, globes, pictures; examining objects; acting; reading from many sources; watching special lessons on television; listening to recordings or the radio; taking trips; interviewing people; and constructing should be made possible as means by which children gain information and are helped to form opinions and conclusions. If children are to be enabled to carry on such varied activities, the school must provide the necessary means and equipment. A social studies room which is equipped with the materials for a variety of pupil activities and a social studies program which includes the opportunity and the means for such pupil activities provide a good environment for learning.

1. *The Social Studies or Laboratory Room*

An ideal social studies room should be of ample size, well-lighted, and well-ventilated. It should contain:

A. Tables and chairs or movable desks with a few work tables

B. Exhibit space, preferably a window shelf along one side of the room

C. Storage space for materials, some space large enough for finished projects

D. Blackboards, bulletin boards, and a projection screen

E. Wash stand and electric wall plugs

F. Map racks and map rails

2. *Materials in the School and Room*

The following desirable items are available, and most schools are equipped to furnish them for social studies instruction.

A. *Maps and globe.* Maps of the United States, continental maps, a world map, and a globe are supplied as minimum equipment. Certain special maps are also available.

B. *Audiovisual equipment.* Motion picture sound projectors are available in all schools. Schools are also equipped with one or more slide and opaque projectors. Many schools have overhead projectors. Films, slides, filmstrips, transparencies, and recordings may be secured from the Audiovisual Teaching Aids Library. Large pictures, objects, models, and artifacts may be secured from the Children's Museum. Help in getting and producing additional materials is given by the Curriculum Laboratories.

C. *Radio and television equipment.* Many schools are equipped with radios which may be taken from one room to another. A few social studies rooms have radios of their own. All schools have at least one television set.

D. *Construction material.* In order to carry on a well-planned activity program, certain types of construction materials are needed. They include drawing paper, scissors, crayons, thumb tacks, paste and so forth.

E. *Library materials.* A wide range of reading reference material is essential in the teaching of the social studies if our young people are to have practice in dealing with varying points of view on social questions. Three general types of reference material are needed: (1) general reference books, (2) subject reference or supplementary books and (3) current periodicals. General reference books are usually available only in the school library. Supplementary books may be available in several places: the social studies classroom, the social studies office, the school library. In recent years all schools have been supplied with many additional materials through NDEA funds and other federal and state programs. Current events papers are available in sets for classroom use, and other periodicals are in the school library.